

UNITED STATES DEPARTMENT OF AGRICULTURE

2nd U.S. Extension Service5th Washington 25, D. C.✓ SOME EARLY PRINCIPLES GUIDING THE ESTABLISHMENT

of

4-H CLUB WORK ✓

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1. Equal Dignity and Status for Rural Youth. Forty years ago one might have observed distinct differences between average rural boys and girls and their city cousins. 4-H education, recreation, recognitions, tours, trips, club and community activities have helped equalize the opportunities and the development of rural young people.
2. The Club Idea. In a democracy, group thought, activity, and cooperation are of fundamental importance. Learning proper knowledge, skills, and attitudes in this direction at an early age is basic to successful citizenship. There are over 11,000 4-H Clubs. They are found in every agricultural county. There are no dues or fees except as members may vote them for local use. Membership is on a nonpolitical, nondemonimational basis. All races take part.
3. Coeducational Activity. Boys and girls have natural propinquities. Their soundest spiritual and mental growth depends upon development of proper attitudes toward each other. This is most easily done in a coeducation group process.
4. Development of Family Partnerships. The paternalistic system has, to a large degree, been replaced by the family council table. Now it's "We and Ours" instead of Papa's and Mama's." A start toward farm or property ownership at an early age speeds the attainment and insures the tradition of the family-type farm.
5. Dignity and Value of Work. By glorifying and glamourizing work habits and the results of constructive effort, the 4-H program has helped instill production values and sound attitudes into the minds of millions of young people.
6. Ownership. Personal pride, satisfactions, and incentives for growth and expansion result from individual ownership of property.
7. Youth Teach Adults. Because they are less set in their ways youth can "show the way" to improvements by adults. Strong parental love and a desire for progress in their children frequently result in the 4-H member trying out a new improved practice first; the parent observes and follows it later, often unaware of how it happened.
8. Learning by Doing. With the home, farm, and family as a laboratory, 4-H pioneered in the application of principles to practice. This idea serves as an incentive and "transfer medium" for the learning process.

9. Learning Through Projects or Small Work Units. Every 4-H member carries a practical demonstration project which is within his ability, stimulating to his interest and of economic or social importance.
10. Volunteer Local Leadership. The 4-H Club belongs to the community. The officers are young people elected from their own membership. The adult leaders volunteer their help.
11. A Vocational Program. In addition to information of a strictly agricultural and home economics nature, youth of 10 to 21 years of age are helped with their problems of:
 - a. Shall I be a farmer or farm homemaker?
 - b. How should I prepare for my chosen vocation?
 - c. Personal adjustments to life.
 - d. Health, safety, conservation, recreation, and community life.
12. Competition. An earnest struggle for survival and recognition in a realistic competitive society. Individual competitions have been stressed in 4-H Club work in the past. Perhaps the values of group competition have been underestimated.

*Some of these principles have been byproducts of 4-H Club work. Others have been deliberately planned, and specific activities have been developed to carry out the values inherent in them. In several cases, Extension workers pioneered in promoting definitely new educational processes. There are additional principles relating to over-all Cooperative Extension work which apply to 4-H but are not specific to it.